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ABSTRACT

The manual provides teaching approaches based on a model of least to highest modification of instruction, which may be used for a continuum of special education placements ranging from regular classroom through hospital settings. The first section on adaptive techniques (requiring the least modification) includes suggestions to adjust time for student work, learning style, learning environment, and content of material; as well as strategies such as color coding textbooks, making filmstrips, and lowering readability of content area materials. The second section on compensatory techniques (requiring greater modification) contains such approaches as helping students develop an organizational notebook, using finger multiplication, and using the mneumonic method. The third section on remedial techniques (requiring the next to highest modification) presents suggestions such as using see-through sheets for student review of material and utilizing peer helpers. The last section on survival skill instruction (requiring the greatest modification) offers such approaches as ways for students to answer chapter questions, take notes, develop study skills, and take tests. (MC)

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MAINSTREAMING

ED229896

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MATERIALS

TECHNIQUES

PROJECT MAINSTREAM
RT. 3, HILLSIDE SCHOOL
CUSHING, OK 74023
(918)225-2039

1982

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(1) _____

(2) 5 5 5 5 5

(3)

Dasher	Dancer	Rudolph
Donner	Nixon	Prancer
Watson	Comet	Vixen
Cupid	Blitzen	Dixon

---

(4) 77 49 36 18 ____ (5) ____

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(6)

(7) T F

(8) _ _ _ _ _ _ _ _

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(9) Rate yourself with a plus or a minus as a listener. ____

MAINSTREAMING*

*LEAST RESTRICTIVE ENVIRONMENT

(1) TO THE MAXIMUM EXTENT APPROPRIATE, HANDICAPPED CHILDREN... ARE EDUCATED WITH CHILDREN WHO ARE NOT HANDICAPPED, AND
(2) THAT SPECIAL CLASSES ... OCCUR ONLY WHEN THE NATURE OR SEVERITY OF THE HANDICAP IS SUCH THAT EDUCATION IN REGULAR CLASSES WITH THE USE OF SUPPLEMENTARY AIDS AND SERVICES CANNOT BE ACHIEVED SATISFACTORILY.

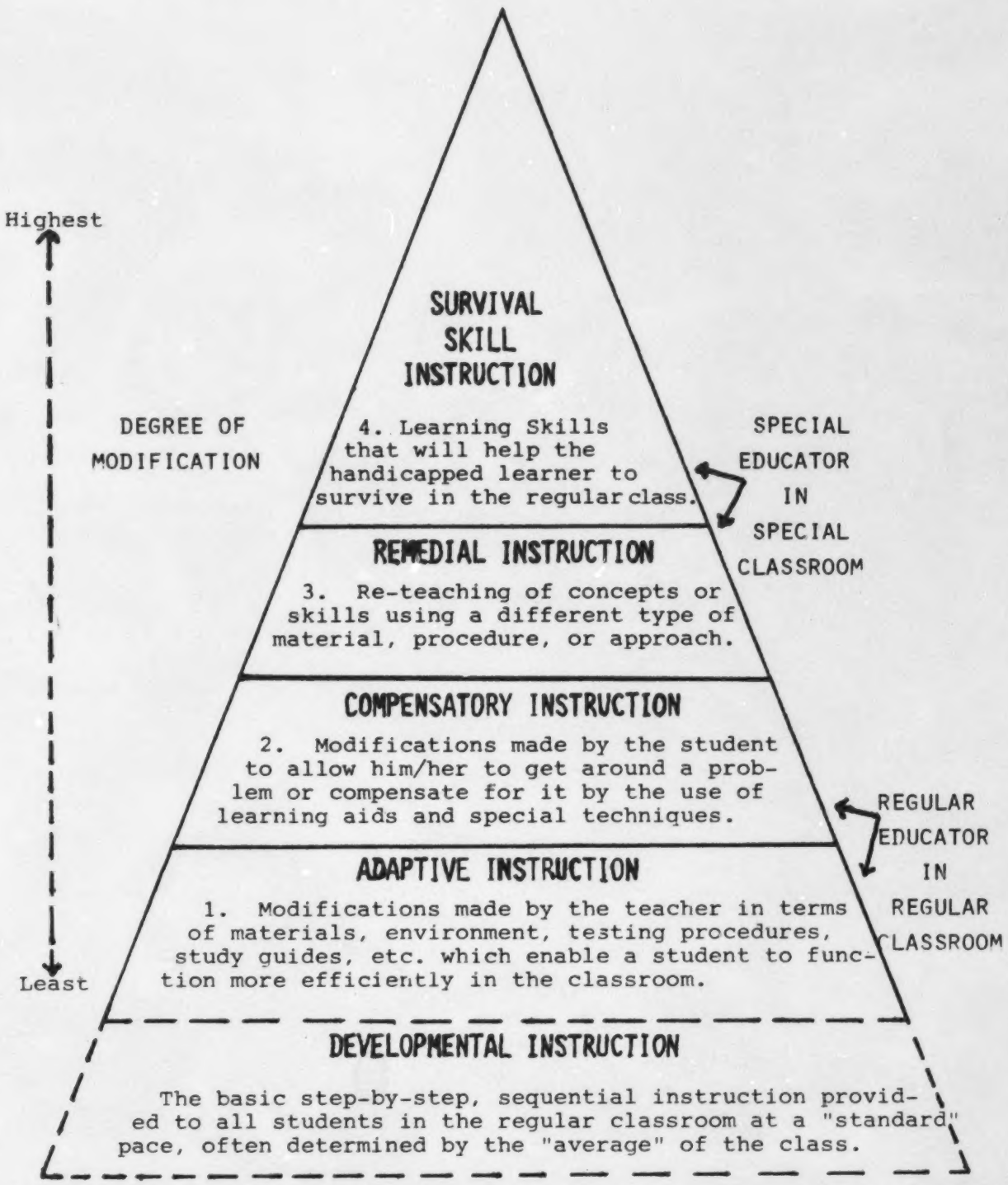
*121a550 FEDERAL REGISTER

CONTINUM OF ALTERNATIVE PLACEMENTS

REGULAR CLASS WITH OR W/O MODIFICATION	REMEDIAL CLASS	SPECIAL CLASS (1-3HR.) LAB OR RESOURCE ROOM	SPECIAL CLASS (4-6 HR.)	HOME INSTRUCTION	INSTITUTION OR HOSPITAL PLACEMENT

A TEAM SELECTS THE LEAST RESTRICTIVE ENVIRONMENT PLACEMENT APPROPRIATE FOR THE STUDENT

TYPES OF APPROPRIATE MODIFICATIONS FOR MAINSTREAMING


Highest
DEGREE OF MODIFICATION
Least
SURVIVAL SKILL INSTRUCTION
4. Learning Skills that will help the handicapped learner to survive in the regular class.
SPECIAL EDUCATOR IN SPECIAL CLASSROOM
REMEDIAL INSTRUCTION
3. Re-teaching of concepts or skills using a different type of material, procedure, or approach.
COMPENSATORY INSTRUCTION
2. Modifications made by the student to allow him/her to get around a problem or compensate for it by the use of learning aids and special techniques.
REGULAR EDUCATOR IN REGULAR CLASSROOM
ADAPTIVE INSTRUCTION
1. Modifications made by the teacher in terms of materials, environment, testing procedures, study guides, etc. which enable a student to function more efficiently in the classroom.
DEVELOPMENTAL INSTRUCTION
The basic step-by-step, sequential instruction provided to all students in the regular classroom at a "standard" pace, often determined by the "average" of the class.

ADAPTIVE TECHNIQUES

ADAPTIVE MODIFICATIONS

INSTRUCTIONAL ADJUSTMENTS FOR MAINSTREAMED STUDENTS

There are four basic areas that Adaptive Modifications can be made in the regular classroom. They are: Time, Learning Style, Learning Environment, and Content.

The following list represents an effort to summarize some ideas for working with Mainstreamed students in a regular classroom. The list is by no means an exclusive one; teachers are encouraged to generate and try out additional ideas.

A. Time: Adjust work time for the mainstreamed student by:

1. allowing the student work at a reading or writing assignments for short periods of time, followed by another type of activity. Many students cannot give full concentration to a task for more than 10-15 minutes.
2. setting up a specific schedule for the student so that they know what to expect; try to forewarn them if you have to change or vary their routine.
3. giving the student more overall time to complete assignments.
4. gradually lengthen work periods as the student begins to cope.
5. alternating quiet and active time; having short periods of each; making movements as purposeful as possible.

B. Learning Style: If the student is primarily an auditory learner, adjust mode of presentation for the student by:

1. giving verbal as well as written directions in assignments.
2. taping important reading material for students to listen to as they read a passage. Tape only essential information. A teacher or another student might do the taping.
3. putting assignment directions on tape so that students can replay them when needed.
4. giving student oral rather than written tests. The teacher or another student can do this.
5. having students drill on essential information using tape recorder; reciting information into recorder and playing it back.
6. using published audio tapes with students.
7. having students drill aloud to themselves or to another student
8. dictating information into a recorder or another student.
9. having another student read important information to mainstreamed student.
10. having students read important information aloud to themselves or to another student.

11. having students re-auditorize silently, vocalizing materials inside their heads.

12. having students repeat words aloud (or silently while writing them down on paper to keep from leaving out words or phrases.

13. having student close his/her eyes and try to hear words or information, repeating to himself in order to block out distractions.

Learning Style: If the student is primarily a visual learner, adjust mode of presentation for the student by:

1. having student use flash cards printed in bold, bright colors.

2. having student close his eyes and try to visualize words or information in his head; see things in their minds.

3. providing visual clues on chalkboard for all verbal directions.

4. having students write down notes and memos to themselves concerning important words, concepts, ideas.

5. giving student written directions in assignments.

6. allowing student to read information needed for assignments rather than relying on oral presentations.

7. having student drill and study by the cover/write method.

8. having the visual learner read to an auditory learner.

9. allowing written reports or projects in place of oral presentations.

C. Learning Environment: Adjust the learning setting for the mainstreamed student by:

1. permitting the student to do his work in a quiet, uncrowded corner of the room or even in the hall outside the room if he chooses to. However, do not isolate the student against his/her will.

2. placing the student close to the teacher for more immediate help when he/she needs it.

3. placing the student next to another student who can help when needed.

4. separating the student from students who are most likely to be distracting.

5. letting the student choose the area of the room where she/he can concentrate best.

6. formulating a small work group of three or four students, including one mainstreamed student. Hold all members of the group responsible for making certain that each group member completes assignments successfully.

D. Content: Adjust type, difficulty, amount of sequence of material required for mainstreamed students by:

1. giving them a lesser amount than the rest of the class, i.e. fewer math problems, fewer pages to read, etc.

2. breaking their assignments down into very short tasks.

3. putting only one or two math problems, or study questions on a page, if necessary.

4. giving them only one (or a few) questions at a time during testing.

5. including in their assignments only that material which is absolutely necessary for them to learn.

6. checking or underlining for them textbook passages which contain the most important facts.

7. using markers to tell them where to start or stop an assignment.

8. using highlighted textbooks.

9. giving them specific questions to guide their reading.

10. showing them the exact paragraphs where information can be found.

11. establishing only a few modest goals.

12. developing with the student the ways to reach the goals.

13. making certain the student's desk is free from all material except what he/she is working with.

14. taking up the student's work as soon as it's completed.

15. giving immediate feedback on tasks on work completed.

16. keeping the number of practice items on any skill to a minimum.

17. changing activities before the student's attention is gone.

18. having on hand alternate and supplementary materials for optional projects.

19. giving students several alternatives in both obtaining and reporting information -- tapes, interviews, reading, experiences, projects, etc.

20. having frequent, even if short, one-to-one conferences with students.

COLOR CODING TEXTBOOKS

Color coding of textbooks can be a very valuable technique for the regular classroom. Many mainstreaming students may not be able to read quickly or proficiently encugh to keep up with others in the class. However, most of them can learn and remember if only that could get all of the information read.

Color coding textbooks allows the poor reader to "get" the essential information and yet not punish them excessively for their inability to read well.

The technique does involve a degree of teacher time initially. However, after the first one is done, the students can copy the color scheme into their own books. Acelerated students may also be able to do this for you.

Materials: Green, pink and yellow highlighter pens, textbooks.

Procedure: With the green pen highlite Vocabulary words and terms. Use the pink pen for definitions. Yellow is used for facts, names, and additional important information. Always use the same color scheme so students won't become confused from one class or one text to the next. Provide a key in the front of the textbook for the student as a reference to color coding.

Material highlighted could come from the qeustions to be answered at the end of the chapter, of from an outline or study guide developed by the content area teacher.

TAPE RECORDING CONTENT MATERIALS

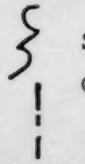
Tape recordings of content area materials used in the education of secondary level students can be an effective technique for teaching the LD student. Tapes can make the material presentation appropriate for the cognitive and physical characteristics of the learner. For example, an inefficient reader may benefit from an oral presentation of textbook material. To maximize the effectiveness of such tape recordings several basic principles of organization and presentation should be followed.

I. Editing: Identify instructional objectives and record verbatim only those passages relevant to the objectives. Summarize or omit other material.

II. Teaching: The teacher may insert statements in order to demonstrate the use of skimming, illustrations, graphs, comprehension questions, summaries and other aides. Use the tapes to teach or reinforce good study habits.

III. Motivation: Students learn best when motivation is high. Motivation can be enhanced by selecting material of interest to the student. Motivation and interest can be created by an effective introduction or by involving the student in activities or questioning.

IV. Marking: Students should always follow their texts while listening to the tapes. Therefore, a marking system is required. Following are some suggested markings for the margins.



Summarized Material

Omitted Material

Stop the tape for activities or to respond to questions

Material recorded verbatim

EPR STRIPS (EVERY PERSON RESPONDS)

When a teacher wants to review materials before a test to determine how much the students know the last thing s/he wants to do is take up 28 student review sheets. The EPR strips can help solve this problem.

Each student has a response strip (or perhaps several). The teacher has formulated the appropriate types of questions. For a true/false review sheet, the students would have strips marked "T" "F" & "?" (True, False, & I don't know). The teacher reads the question and then says "Every body respond". Each student holds up his/her strip indicating their best guess. Very quickly the teacher can surmize how many students got the question right or wrong and how many aren't sure.

The students will be able to learn by observing other students responses. It is very important that no "judgement" be placed on a student's response by the teacher. Often all at this point our sole purpose is to get an idea of how much the students know -- not grade them.

EPR strips can be used with multiple-choice responses (A, B, C, D, ?) or with specific answers. For example, in science if you have been studying the cardiovascular system the responses might be V,A,C,? (Vein, Artery, Capillary).

Most review information can easily utilize the EPR strips concept. Some examples are listed below:

+, -, -, x	(Math Functions)
< = >	(Less Than, Equal to, Greater Than)
= ≠	(Equivalents
1< =1 >1	(Equivalent fractions)
M S I	(Metamorphic, Sedimentary, Igneous rock formations)
Cu St Ci	(Cloud types)
trap, stat, meso, iono, exo	(layers of the atmosphere)
pre 1889 past 1889	(Oklahoma land run)
North South	(Civil War)
Noun, verb, adj., adv.	(Parts of speech)
Complete, incomplete, ?	(Sentence structure)
proper, common, ?	(Nouns, adj.)
. , ? !	(punctuation)
Simple, complex, compound	(Sentence structures)

STUDY GUIDES

TRADITIONAL FORMAT

Provide a typed study guide for each chapter. Double spaced. Note page number before each question or completion sentence. Underline vocabulary words and terms to be remembered.

Teach a particular concept when necessary by giving a short statement, then ask a question from that statement. When there is a particular fact or term needed to be remembered for a test, indicate as such. (Remember for Test)

This study guide will be useful to the student as a learning and studying tool.

CAN CAPERS

Instructional Uses: Teacher-made study guide for student use.

Have students research a particular topic and write questions.

Use for any topic or content area.

Directions: Materials needed - Pringle's Can
Paper cut to size of can, cardboard.
Felt-tip markers
Contact paper

Put important facts about a particular topic or information, from a chapter on a 8½ x 11 piece of paper. Tape to outside of can.

Cover with contact paper.

On a strip of cardboard just wide enough to fit in the lid of the can, write questions on one side and answers on the other.

Cover with contact paper.

Cut a slot in plastic lid of can and insert question/answer strip.

(Maps, informative placemats, printed information and be used on the outside of the can.)

MAKING YOUR OWN FILMSTRIPS

Instructional Uses: Challenge your students to create filmstrips on their own instead of reports.

Program study guides, drills, practice exercises for students needing extra help in the regular classroom.

Directions: 4 holes = 1 frame

12 holes (3 frames) are needed in the beginning for lead in.

Student can type or write with #2 pencil on dull side. (Can erase type or pencil with pencil earser.)

Student can write with transparency pen on shiny side. (Can erase pen markings with hairspray.)

Order from: I.E.S.S., Inc.
Box 432
Kernersville, N.C. 27284

Contents of Kit: $119.95 for -
1,000 feet of filmstrip
300 Cans and Labels
4 special pens for coloring
Filmstrip Guide

Pacer Junior 35 MM Strip Film Viewer

Publisher: Eye Gate Media, Inc.
146-01 Archer Ave.
Jamaica, NY 11435 $8.50

[Smaller Orders Available]

SHUFFLE AND LEARN

use:
- -As a study tool for any subject area
- -By two or six students at a time
- -Questions can be from a particular chapter or unit of study
- -Students can work on individual concepts

materials needed: - felt tip markers, file folders, deck of cards

construction:

1. Divide file folder into 4 sections.
2. Number each section A (Ace) through K (King).
3. Label each section by suit. (Heart, Diamond, Club, Spade)
4. By each number, place a study question, term to be identified, sentence to be completed, etc.
5. On another file folder or paper, section off and place answers accordingly.

directions:

1. Each student draws a card.
2. Student with the highest card gets to try to answer the questions corresponding to the number and suit on the card drawn.
3. If he gets the answers correct, he gets to keep the cards.
4. If he does not answer correctly, the card (or cards) is passed to the next player to attempt to answer. OR Incorrectly answered cards can be placed in a discard pile.
5. Play continues until all cards have been drawn.
6. The winner is the player who has the most cards OR the highest number when all cards are added together.

variations:

1. Each student draws a card.
2. Students call out the sum or product of the cards drawn.
3. The student giving the correct sum or product first is the one who gets to begin play.
4. Continue play as above.

1. Labels can be placed on each card.
2. Vocabulary words, Dolch words, etc. are written on the card labels.
3. Each student draws a card.
4. Highest card holder goes first.
5. Student must pronounce the words on the cards correctly before he can attempt to answer the corresponding questions.
6. If student is unable to pronounce words, he passes the cards on to the next player, and play continues as above.

ADAPTIVE

CLOZE PROCEDURE

STUDY GUIDES

The cloze procedure was developed by Wilson Taylor in 1953 and is based upon the psychological theory of closure. This theory states that a person wants to complete any pattern which is not completed.

Use of the cloze procedure will help students develop the ability to handle fill-in-the-blank types of test. The practice of cloze procedure is especially effective with chapter summaries. It is an excellent motivator.

Uses of the Cloze Procedure:

1. Every nth word is omitted in a passage.
2. Vocabulary/Terms are omitted.
3. Parts of Speech are omitted. (i.e., delete all verbs, all nouns)
4. Prefixes and suffixes are omitted.
5. Historical dates are omitted.
6. Mathematical concepst and terminology are omitted.
7. Proper names and places are omitted.
8. Vocabulary Development - new words, synonymns, antonymns, homonymns, etc.

EXAMPLE: Chapter Summary 7th Grade History Text

CLOZE COPY

The Monroe Doctrine. In 1823 President Monroe stated a doctrine that has _____ a key part or our foreign policy. He said ____ the Americas were no longer open for the setting _____ of new European colonies. Thus, our country had won _____important place in the World. In these years, the _____ of our people grew to 23,000,000.

Our frontier moved____ the West. Each grew in its own way. In ___South, plantation life became most important. In New England and____Middle States people turned to manufacturing and trade.

More____more people moved west to find new farm lands. ____people were hardy. They suffered on the trail as ____went west; they fought indians; they tamed the wilderness. ___time, they made new lives for themselves. The, better transportation made it easier for East and West to trade and travel.

MASTER COPY

The Monroe Doctrine. In 1823 President Monroe stated a doctrine that has become a key part of our foreign policy. He said that the Americas were no longer open for the setting up of new European colonies. Thus, our country had won an important place in the world. In these years, the number of our people grew to 23,000,000.

Our frontier moved to the West. Each grew in its own way. In the South, plantation life became most important. In New England and the Middle States people turned to manufacturing and trade.

More and more people moved west to find new farm lands. These people were hardy. They suffered on the trail as they went west; they fought indians; they tamed the wilderness. In time, they made new lives for themselves. The, better transportation made it easier for East and West to trade and travel.

MAZE PROCEDURE

STUDY GUIDES

The maze procedure is much like the cloze procedure but differing in that the student has 2 or more choices to place in the blanks. This procedure is especially helpful for teachers who utilize the multiple-choice type of testing format. Though this non-graded activity students learn to deal effectively with multiple-choice situations.

By having to make a choice, students will be more likely to attempt to comprehend what they are reading. This procedure is best used with teacher handouts, review, and chapter summaries. For example, look at this teacher handout.

GENERAL BUSINESS

While much of the (1)_____ that a secretary handles consists of letters, there may (2)_____ inter-office memoranda, telegrams, reports, and instructions. Each type of (3)_____ requires careful attention to details.

When a letter is (4)_____, the director will often begin with the salutation and (5)_____ the secretary to locate the address of the person (6)_____ business to whom the letter is written. Generally, the (7)_____ will pass on to the secretary the letter s/he (8)_____ answering, and on it the secretary will find the (9)_____ for the address.

It is very important that the (10)_____ of the addressee be spelled correctly and that the (11)_____ title be used. If the director is not (12)_____ a letter s/he may dictate the name and address. (13)_____ such instances, the secretary may want to write the (14)_____ names in longhand to be sure that the name (15)_____ correctly.

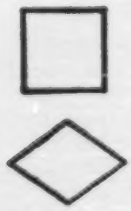
(1) dictation information addressee	(2) to be of	(3) secretary spelling dictation	(4) dictated correspondence spelled
(5) removed expect want	(6) and or find	(7) dictator person single	(8) checked are is
(9) checked address begin	(10) title separate name	(11) correct notebook proper	(12) spelling answering separate
(13) Arise Where In	(14) different proper quickly	(15) at is spelled will	

Sample Passage
BETWEEN ICE AGES

When the Chinese learned, thousands of years ago, that ice enhanced the taste of hot weather beverages, a primitive form of refrigeration emerged. Ice was cut in winter and packed between straw and chaff, for preservation until summer when it was used for cooling beverages.

In ancient Egypt, similar tastes for cool beverages developed, but a different solution was forthcoming since a more temperate climate kept Egypt ice free even in winter.

Clay jars, filled with water, were placed on roof-tops at sundown where the exceptionally dry desert breezes would evaporate the moisture seeping through the porous walls, cooling the water inside.

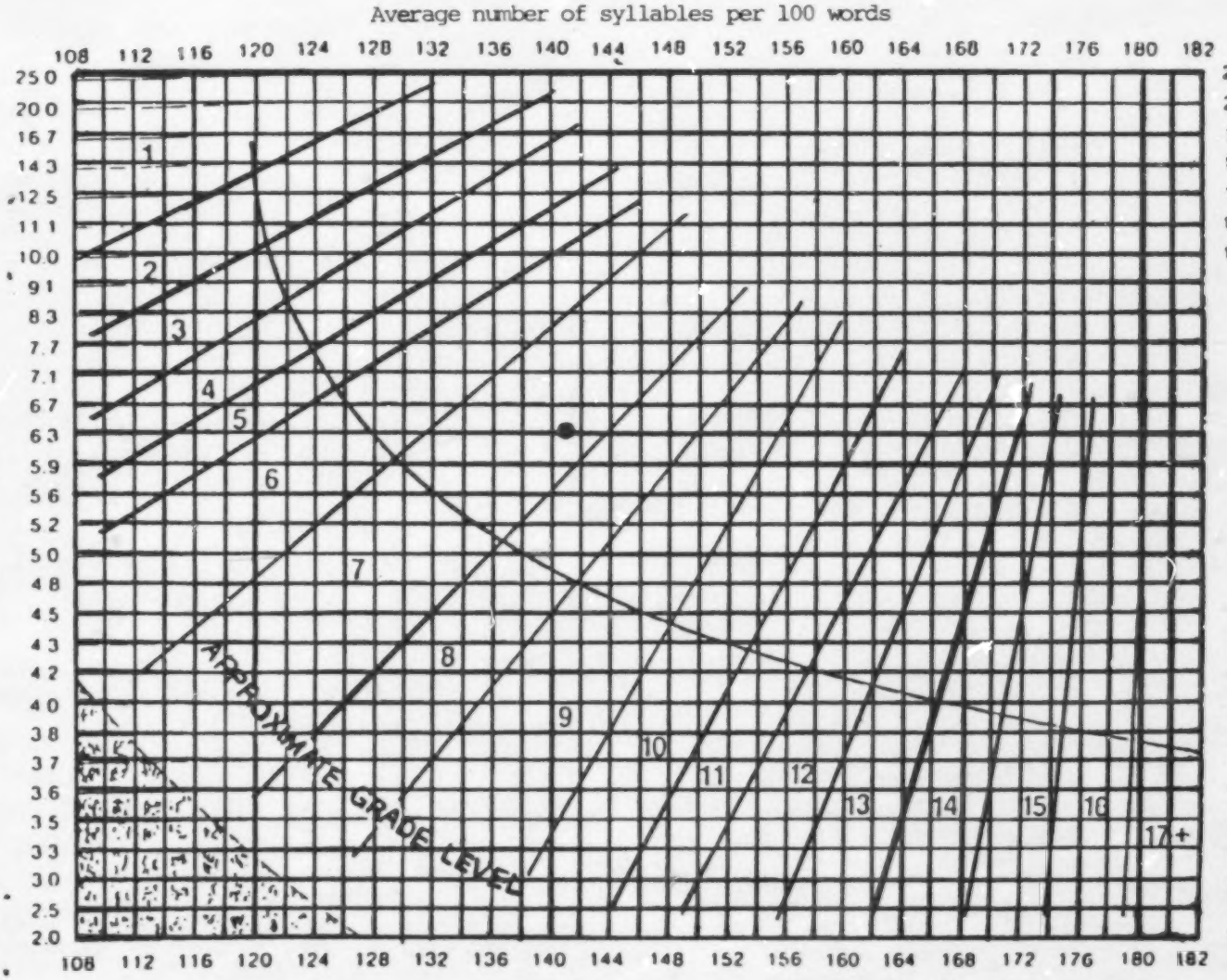


(Adapted from A to Zero of Refrigeration, General Motors Corporation, Revised 1954)

What is the Reading Level of Your Textbook?

It's probably higher than you think. Anyone can compute the readability of a class text in 5 minutes or less. You have to be able to (a) count to 100, (b) round off to the nearest tenth, (c) break words into syllables, (d) compute averages.

FRY'S GRAPH FOR ESTIMATING READABILITY - EXTENDED
By Edward Fry, Rutgers University Reading Center, New Jersey



Directions: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

Count proper nouns, numerals and initializations as words. Count a syllable for each symbol. For example, "1945" is 1 word and 4 syllables and "IRA" is 1 word and 3 syllables.

EXAMPLE:	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph) 13.

LOWERING READABILITY OF CONTENT AREA MATERIALS

There are very few content area materials available in a form that can be read independently by less able readers. Teachers must prepare such materials themselves. The following four factors will help you greatly reduce the readability of your handouts.

Four Factors affecting readability of materials:

1. Vocabulary - Long words are generally more difficult than short words. Words with complex structures or suffixes and prefixes are difficult. Words with Latin base syllables are more often abstract, and generally the more abstract a word is, the more difficult it is.

   a. To eliminate vocabulary problems:
      (1) Edit to control vocabulary load at desired readability by substituting familiar synonyms from word lists. (Be careful not to water down the material and lose interest level).

      (2) Make a slight revision or add an instertion. It may be necessary to add an extra phrase, sentence, or possibly even paragraph in order to make an abstract concept more clear.

      (3) Completely rewrite the material to make it easily read, yet still representative of the writer's intent.

2. Sentences - Sentence length and construction influence readability. Long sentences are generally more difficult to read. Complex sentences cause more reading difficulty than simple sentences.

   a. To eliminate sentence problems:
      (1) Shorten sentences found in original text.

      (2) A slight revision may eliminate any problem.

3. Paragraphs - The most common paragraph construction is that with the topic sentence at the beginning of the paragraph. Any deviation from this basic pattern could possibly cause the material to be more difficult to read.

4. Physical Format - Often the physical layout of the material on the printed page can affect readability. No formula has provision to measure the effect of format on readability but it must be taken into consideration.

   a. Print size, type, and clarity

   b. Graphic aids

   c. Attractiveness of layout

   d. Quality of paper

TEST APPEARANCE

1. Copies should be distinct, clean, clear
   (Some students are "purple blind")

2. Ample margins and spacing
   a. 1½" border at top and bottom
   b. 1" border on each side
   c. minimum of 2 spaces between questions

3. Multiple choice alternatives should be placed vertically

   ORIGINAL:
   What is the most effective agent of erosion? a)waves and currents b) glaciers c) percolating groundwater d) runoff

   REVISED:
   What is the most effective agent of erosion?
   a. waves and currents
   b. glaciers
   c. percolating groundwater
   d. runoff

4. PROOFREAD

TEST FORMAT

1. Capitalize and underline words such as ALWAYS, NEVER, NOT
2. Alternatives to multiple-choice answers should be brief.
3. Avoid negatively-stated questions, especially in T-F.
4. No more than 10 items on matching lists
5. Provide short-answer alternatives if you want them to be spelled correctly.
6. Avoid tricky items--they invalidate your test and increase test anxiety.

TEST LENGTH AND VARIETY

1. Allow plenty of time if you want your test to be valid (Ask a colleague to take it and then triple his/her time)
2. Some students may require test to be read aloud
3. Use at least 3 question formats on a major unit test.

TEST READABILITY

1. Eliminate unnecessary words, especially in multiple-choice
2. Use synonyms when possible
3. Use shorter sentences
4. Keep the vocabulary terms that the students should know, but make sure that they can read them on sight.

ADAPTIVE

REPORT OPTIONS: DO IT YOUR WAY!

1. Selling a Book Idea, or Concept: the student trys to convince the rest of the class that his/her idea is the best of its kind. Ex. Two students may try to sell two different views of the same topic and see who can do the best job.

2. Radio broadcasts: Students may act as newsmen broadcasting descriptions of exciting events into tape recorder.

3. Panel: Panels may be formed by several students reporting on the same topic.

4. Character letter exchange: Letters may be exchanged between students playing different characters from textbooks.

5. Letters to authors, atheletes, politicians, and local civil and community leaders.

6. Different endings: Could the event or story have ended differently? How?

7. Code: Reports can be written in code with a key included.

8. News Stories: Write report in newspaper format with headlines and by-line.

9. Illustrate a sequence of events or experiments.

10. Critiques: Students write reviews on topics, events, or experiments. They are typed up. A rating system can be developed to rate each.

11. Made models of things: Ex. Capitol of Oklahoma, wireless radio, molecules.

12. Make a display that correllates with an era, culture, event, or experiment.

13. Paint a mural. Depict sequences of events. Ex. "Trail of Tears" or birth of a chicken.

14. Make a large map showing the action of your story. (Use this as you describe the action.)

15. Make a poster to advertise or <u>sell</u> a book to the class. ("sell" is to make the other children <u>want</u> to read the book."

16. Make up a crossword puzzle about the study. "Give a short oral report and let the class solve your puzzle.

17. Make a panel cartoon illustrating some humorous part of the story or event.

18. Make a college (3-D picture) using seeds, beans, macaroni, shells, grass, branches, twigs, fabric, paper, beads, etc.

19. Make a filmstrip ... use projector to show it.

20. Make your own "Reading Log" by preparing a three-ring notebook or book with brads that can be opened to add new "books read". Each time you complete reading a book, you briefly summarize the book and maybe draw an illustration or paint a scene that would tell others a little about the story and put it

inside your "reading log". Make an attractive cover for your book so you will be glad to share it with others in your room or at book fairs and with your parents.

21. Diaries: Students can write diaries as if they were characters in a text or they can pretend to visit a famous person and keep a log.

22. Dramatize an interesting or exciting incident from the text to or with the class.

23. Make a bulletin board display for the classroom or perhaps in the school hall.

24. Read two or more accounts of the same event, story, etc., and compare the two versions.

25. Write a short play or scenerio.

26. Develop a visual timeline such as an biographical sketch or historical event.

27. Demonstrate by performing experiments and documenting each phase.

28. Travel talk about a state or county trip using words, picutres and maps.

29. Make a mobile using pictures or characters from texts.

30. Have a puppet show to relate an event or explain a concept.

COMPENSATORY TECHNIQUES

ORGANIZATIONAL NOTEBOOK

Many students, especially learning disabled students, frequently have difficulty with tasks involving organization of time and materials. Success for these students may be facilitated by teaching such skills as notebook organization. Both the teacher and student may then have a system to assure that such activities as homework assignments have been copied accurately.

Materials needed for Notebook Organization

1. One (1) 3-ring binder to hold all other materials.
2. One (1) paper calendar -- attach the current month on the inside cover of the notebook for "assignment due" dates.
3. One (1) plastic pouch for pencils, erasers, pens, cards, etc. (word bank vocabulary)
4. File cards can also be kept in the pouch.
5. Two (2) pencils or pens, One (1) portfolio (folder with pockets) per class to hold assignments, study guides, etc.
6. One (1) spiral notebook (or loose-leaf paper) per class
7. One (1) copy of SQ3R study technique taped to inside back cover.

The organizational notebook has proven effective for both elementary and secondary students. A homework assignment sheet is maintained in each folder for each class. Points may be awarded at first to reinforce usage and bringing the notebook to class.

Ex. Bringing notebook every day is worth 10 points on 6-weeks exam.

WORD BANK

Have student utilize a spiral notebook as a word bank or as a personal dictionary. This compensatory tool allows the student to have a ready reference to vocabulary and terms he/she frequently encounters in the classroom.

Pages in the Word Bank can be set up by the alphabet or by content area.

CARBON COPY NOTES

For a student having difficulty taking notes, have another student, who is able to take notes, put a piece of carbon under his. This allows the student having difficulty to compare his notes with those of his peer.

This "Carbon Copy" method can also be utilized for students who have difficulty following directions, getting correct assignments or copying material from the chalkboard.

SPELLING AIDS

Many times "mainstreamed" students are very poor spellers. Teachers may allow students to compensate for poor spelling in a variety of ways. Use of a word bank as a reference for spelling is a very practical idea.

"The Perfect Speller" can be an invaluable addition to your classroom. Words in the book are listed in black ink as common misspellings then the correct spelling is given in red ink. For example there are several spellings for brocoli if a

student can even get close, s/he can find the correct spelling.

The "Instant Spelling Dictionary" used by most secretaries can also by a tremendous aid to the poor spellers and it is pocket-sized.

A spelling system developed by our teachers difused much of the hostility often generated by a paper full of misspelled words and by one returned with a lot of red ink. The teacher simply allowed the student to write (sp) above any word s/he knew was misspelled.

If the student wasn't sure s/he could write a ? above the word. A "?" means "I think it could be right but I'm not sure". An "!" above the word means "I tried to find this word and it wasn't there -- maybe God didn't make it but it seems to fit."

By using this marking system the teacher was quickly able to determine which words the student needed to work on and also taught the student to monitor his/her own writing. Through effective communications using this system most of the hassle and hostility commonly felt by both the student and teacher was effectively diffused.

The Perfect Speller
by Grossett and Dunlap
can be obtained at Ann Barnes Bookstore in Okla. City for $6.95

Webster's Instant Word Guide
by Merriam Co.
can be obtained at most bookstores for under $5.00

Instant Spelling Dictionary
by Career Institute
555 East Lange Street
Mindelim, Ill. 60060 for $2.50

USE OF TYPEWRITER

For a student having difficulty writing legibly, allow the use of a typewriter for "written" assignments.

The typewriter is another means of motivation and practice when students are answering questions or learning definitions of terms.

Books like "Type It" - a linguistically-oriented typing program teach reading skills while learning how to type. This particular book was written by a learning disabilities teacher and is an excellent resource for mainstreamed students.

Type It is published by Educators Publishing Company, 75 Moulton Street, Cambridge, MA 02138, and costs $3.95.

FINGER MULTIPLICATION

Finger Multiplication is a technique for use by a student who knows the ones through the fives in multiplication but has problems with the sixes through the nines. It is a compensatory technique -- one used to by-pass a problem area.

This technique is very concrete. Have the student hold hands up palms out. Number fingers starting with thumb as six, index finder as seven and so on to 10. Do this on both hands. Each finger now has an assigned number.

To multiply six times eight, the student places the appropriate fingers of one hand to the appropriate fingers of the other hand forming a bridge i.e. the thumb (six) of one hand to the middle finger (eight) of the other hand.

The fingers below and including the bridge are tens. The ones above the bridge are ones.

Now count all fingers below the bridge and the two making the bridge as 10's (i.e. 10,20,30,40) then multiply the ones on one hand times (fingers above the bridge) the ones on the other hand (i.e. 2 times 4 = 8). Now simply add the two together to get your answer. Six times eight equals 40 x 8.

In actual practice the student would keep his hands on his desk, or in his lap. Note: Keep thumbs toward tummy. This technique is not recommended for elementary children.

PRINGLES CAN MULTIPLICATION

Pringles can multiplication is a technique that can be both compensatory and remedial depending upon its use.

Students tape the pattern (available on request) on the outside of a pringles can. Cover the pattern with contact paper and then cut out and tape on the sleeve.

Using the pringles can as a compensatory tool a student who doesn't remember what 7 times 9 is simply turns the sleeve to match up 7 and 9. The answer (63) will show up in the slot provided.

As a remedial tool the student may need to work on his 7's so he starts with 7 x 1 looks at the answer, then goes to 7 x 2 and so on. Eventually the student can be weaned away from this technique as the constant reinforcement of seeing the correct responses will probably help him remember.

This technique is especially recommended for high elementary and junior high level students.

MULTIPLICATION TABLE

As a compensatory aid the student may be allowed to carry a copy of the multiplication tables (shown below) in his notebook to refer to when unsure of an answer.

Smaller copies may be carried in wallets and purses.

×	0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9
2	0	2	4	6	8	10	12	14	16	18
3	0	3	6	9	12	15	18	21	24	27
4	0	4	8	12	16	20	24	28	32	36
5	0	5	10	15	20	25	30	35	40	45
6	0	6	12	18	24	30	36	42	48	54
7	0	7	14	21	28	35	42	49	56	63
8	0	8	16	24	32	40	48	56	64	72
9	0	9	18	27	36	45	54	63	72	81

USE OF CALCULATORS

The question is not should you use a calculator in your classroom, but how should you use it.

It can help you do a better job of teaching basic mathematics concepts.

The calculator can also be valuable for students as a compensatory tool.

Suggested Uses: General

1. Student uses to check own answers.
2. Let a team of students with one calculator check appers.
3. As a motivator, if student does 5 problems on their own, then do 5 with the calculator.

Counting and Numeration Skills

1. The nature of the counting process is made obvious by the machine. One can be added to each number.
2. A calculator makes it possible to start counting at any number. By 2's, 3's, 10's, etc.
3. Oral practice in naming numerals and number words.

Computation Skills

1. Many games can be designed to help students remember the basic computation facts.
2. Give problems with real applications, and allow students to develop their own methods of solution. The objective is the development of the method, not the method itself.

Measurement and Geometry

1. Calculators can make measurement experiences more real as students compute perimeters, areas, and volumes.
2. In geometry, the calculator is an excellent device for helping the student try different methods for discovering a pattern and then extending that pattern.

Problem Solving

1. The student can concentrate on operations and concepts because he is free from tedious computations.

Science and Social Studies

1. Use to discover and expand science and social studies facts, such as dates, population figures, and other statistics.
2. The calculator makes it possible for students to work with both extremely large and small numbers and with data that would be very difficult for them with paper and pencil.

Donner, Michael, Calculator Games. Racine, Wisconsin: Western Publishing Co., Inc.

Immerzeel, George, Ideas and Activities for Using Calculators in the Classroom. Danville, New York: Instructor Publishing, Inc.

ALIGNMENT SUGGESTIONS

If student is able to compute math problems, but final answer is incorrect, the student may have difficulty keeping columns straight.

Suggestions

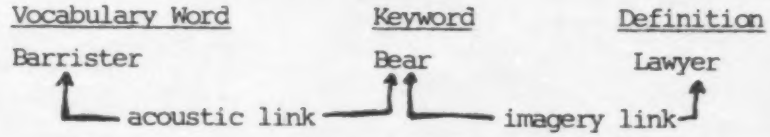
1. Have student turn notebook paper sideways. OR
2. Have student use ½ square spatial organization paper.

If student has difficulty spacing letters correctly, this same procedure may be useful.

KEYWORD MNEUMONIC METHOD

The keyword mneumonic method has been proven to be an excellent tool for students who have difficult learning new vocabulary words.

The keyword method is based on the principals of replacing a difficult association (between a new vocabulary word and its definition) with two easier associations. This is made possible by the use of a "keyword", a common word that sounds like part or all of the vocabulary word. Here is an example:



The first association is a sound-alike acoustic link between the vocabulary word and the keyword. The link is based on the sound the words have in common. The second link is an imagery link. The student makes a mental picture with the keyword and the definition interacting.

For example: The student might picture a bear in a suit acting like a lawyer Later when the student hears or sees the vocabulary word, s/he will remember the keyword that sounds like the vocabulary word (Barrister-Bear). When they remember the picture with the Keyword (Bear-Lawyer), they will then link together the word pairs and recall the definitions of the vocabulary word (Barrister-Lawyer).

To utilize the Keyword Method in the classroom:

a. Select a list of vocabulary words and their definitions (preferably synonyms). Words with a concrete visualizable meaning work best. A good list length is fifteen words.

b. Choose a keyword for each vocabulary word. A keyword should sound like as much of the vocabulary word as possible. Ideally it will sound like the first syllable. It should be easy to form a memorable image connecting the keyword and the definition. Concrete nouns make good keywords since they are easy to picture.

c. Teach your students the Keyword Method. You might call the keyword a "linking word" (like a link in a chain). Use several examples. Tell them the keywords to use and the images to see.

d. Have the students use the Keyword Method to study the vocabulary list. Tell and show then a vocabulary word, its keyword, and the definition. Be sure they clearly see a mental picture before you move on to the next word.

e. For your tests over the list, present each vocabulary word and ask the students to recall both the keyword and the definition.

REMEDIAL TECHNIQUES

Paragraph Study Sheet

The Paragraph Study Sheet is an excellent way to check for comprehension in reading and provides the remedial student with structure in written assignments. Reading for main ideas is one of the most important skills a student must be able to master, and if the student can relate the essential details listed on the Paragraph Study Sheet, it shows that the student is comprehending what she/he is reading (at least at the literal level). Also, the student now has a framework from which to construct a written assignment. The Paragraph Study Sheet can be used as a self-administered quick check device to assure the student that the reading passage has been understood. Another way in which the Paragraph Study Sheet can be used is for creative writing assignments. Many mainstreamed students have difficulty coming up with their own ideas, and the thought of an unstructured writing assignment might send some of them into a near panic. To alleviate this problem the teacher can provide a number of index cards for each detail. The student can put together the main ideas for a story by putting together the statements from the index cards she/he selects.

Paragraph Study Sheet

Topic Sentence: _____

_____

_____

Details

Who? _____

_____

What? _____

_____

Where? _____

_____

When? _____

_____

Why? _____

_____

How? _____

_____

USING MONEY

1. Tell the students an amount of money under $5.00. You will probably want to start with small amounts.
2. The students place coins or markers to illustrate the amount. They should have more of each denomination than they need.
3. The coins or markers must be
   a. the exact amount, and
   b. the least number of coins possible.

   If not, you get the coins or markers if they are enough, i.e.; if the amount is 33¢ and the student used 3 dimes and 3 pennies, you get the markers, since 30¢ should be changed to 25¢ and 5¢.
4. This is done above the blue line. Now, give another amount and follow the same procedure only this time the coins are placed below the line.

EXAMPLES:

	$1	50¢	25¢	10¢	5¢	1¢
33¢			•		•	•••
48¢			•	••		•••

You tell the students to add - the easiest operation here. They simply put the coins together and change when they have too many - 6 pennies - take off 5 pennies and put down 1 nickel, etc.

The board should not look like this.

	$1	50¢	25¢	10¢	5¢	1¢
81¢		•	•		•	•

An operation may be used - + - X ÷, as long as fractions are not involved.

The game may be continued by simply giving another amount to go on the bottom half and then naming another operation.

SEE-THRU STUDY SHEETS

Instructional Usages: See-thru study sheets is a technique especially useful to re-teach concepts that the student has been exposed to previously. These techniques provide immediate feedback, takes a minimum of time to implement, and can easily be done totally by students. It's also extremely inexpensive!

The technique is based on the fact that the red college theme binder (acetate type) effectively "screens-out" pink and yellow water-based highlighter pens. Problem, question, study sheets, homework, foreign language terms, all may be used in implementing this technique.

This technique has much potential for review or re-teaching of content area material.

Procedure: On index cards, problems or questions are written using the dark magic marker and the water base marker for the answer.

When cards are under the plastic theme cover only the problem or question is visable, but the answer appears when card is pulled out from under the plastic.

Students can easily use this to quiz themselves on any type of information, having immediate feedback.

CAN CAPERS REVIEW

Make as described before only put information for review on cans.

FILMSTRIP REVIEW

Filmstrips can also be used to review material and re-teach important data. The novelty of filmstrips can be very motivating as a remedial technique.

COLOR COMPUTER

Order from: I.E.S.S., Inc.
Box 432
1365 S. Park Drive
Kernersville, N.C. 27284

$2.95 for one set of colored dots, answer cards, and directions for programming.

Instructional Uses: Immediate feedback for learners. Easily programmed for:

Math drills
Vocabulary Drill
Science Terms
Multiple Choice of all types
Review for driver's license test
Any content area review

Contents of Kit: A color coded answer key card, Prepunched question cards (4 different hole patterns with 42 programming possibilities)

Directions: Position and paste down answer key on a larger piece of cardboard or file folder.

Choose any question card and place it on top of the answer card to determine the programming colors. (A color from the answer card will show through each hole.)

Select a magic marker of any color that appears through a hole on the card.

Write the question on the card, write the correct answer beside the hole showing that color.

Beside the other holes, place alternative incorrect answers.

Cards may be programmed on both sides.

Procedure: Learner takes and reads one programmed question card at a time.

He indicates his choice of answer by pointing to the hole on the card, verbalizing his choice, or by recording the answer on a piece of paper.

If an incorrect answer was chosen, the correction may be made by the learner either mentally or in writing.

BEAT THE CLOCK

I. Multiplication

Construction: The object is to get all the numbers covered before all letters are covered.

1. In a file folder, mark off a grid with 40 spaces (8 across, 5 down).
2. In the first column, print the letters CLOCK.
3. Place the following numbers in the remainder of the spaces:

   2, 3, 4, 5, 6, 7, 8
   9, 10, 12, 14, 15, 16, 18
   20, 21, 24, 25, 27, 28, 30
   32, 35, 36, 40, 42, 45, 48
   49, 54, 56, 63, 64, 72, 81

4. You will need 177 small-size (2" x 3") task cards. Write the following numbers on the task cards

   1 on 16 cards
   2 on 20 cards
   3 on 20 cards
   4 on 20 cards
   5 on 20 cards
   6 on 16 cards
   7 on 22 cards
   8 on 20 cards
   9 on 18 cards

5. Write the letters CLOCK on five cards. (One letter on each card).
6. Shuffle the cards, use beans or paper clips as markers.
7. Directions: Draw 2 cards. Multiply the numbers. Cover the answer with a marker.

II. Parts of Speech

1. The object is to get all the parts of speech covered before any letters are covered.
2. In a file folder, mark off the grid with 40 spaces (8 across, 5 down).
3. In the first column, print the letters CLOCK.
4. Place the following parts of speech in the remaining spaces, in any random order.
5. You will need about 100 small-size (2" x 3") task cards. Write 16 each, nouns, verbs, adjectives, adverbs, and prepositions on the task cards.
6. Write the letters CLOCK on five cards. (One letter on each card.)
7. Shuffle the cards, use beans or paper clips as markers.
8. Directions: Draw a card. Decide whether it is a noun, verb, adjective, adverb or preposition and cover the correct part of of speech with a marker.

UTILIZING PEER HELPERS

A peer helper is another student (not just the "gifted" student), but anyone who can and will effectively communicate with the mainstreamed student. The peer helper can help by:

a. making certain she/he understands directions of assignments.
b. reading important directions and essential material to the mainstreamed student.
c. drilling the student orally on what she/he needs to know; i.e. multiplication tables, state capitals, parts of speech, etc.
d. summarizing orally important textbook passages for the mainstreamed student.
e. writing down answers to tests and assignments.
f. working together on a joint assignment.
g. critiquing work for the student making suggestions for improvements.

SURVIVAL SKILL TECHNIQUES

HOW TO ANSWER CHAPTER QUESTIONS

Remember: The questions in the back of the chapter are usually in the order that the reading material is in.

1. Turn to the back of the chapter and read the first question.
2. Then turn to the beginning of the chapter and begin reading until you find the answer to the first question.
3. Answer the Question.
4. Go on to each question using steps 1 - 3.

Hint: Keep a marker in the book where the questions are and where you are reading, so you can find your place easily.

COVER AND WRITE STUDY TECHNIQUE

1. Look at the word.
2. Cover it up.
3. See if you can write it without looking.
4. Look at the word.
5. Check to see if you got it right.
6. If you did, go on to the next word.
7. If you didn't, look at it again, and sound it out by syllables or visualize it.
8. Then cover it again.
9. See if you can write it.
10. Check.
11. If you still got it wrong, circle it or check it and go on to the next word or task.
12. When you are finished with the assignment - go back and practice writing the one's you missed.

SUGGESTIONS FOR TAKING NOTES

Students often do not know how to organize their notes on paper. The following formats help the students to organize notes taken from oral presentations or notes from written material, as well as enable the students to use their notes for study.

EXAMPLE 1

page references	Vocabulary	Notes	Summary or Review

EXAMPLE 2

page references	Notes	Sample Questions
		(Have students make questions from statements taken in notes.)

Using the first format the student uses the middle portion of the page to take notes during class lectures. The right hand section provides space for the student to summarize his notes immediately after class or after school. OR This section can be used to write additional information from class review before a test. Important vocabulary words and their definitions from the lecture or text can be listed in the left column. Pages references in the extreme left column relate textbook passages to the lecture.

The second format features sample questions and answers taken from the lecture or text. OR The student takes notes, then as a study/review, makes each statement into a question. These questions help highlight important material.

Some general considerations for effective note-taking:

1. The student can be helped to organize his thoughts and notes by providing a clear, concise outline or format.
2. Keep notes brief and pertinent.
3. Use clues to identify important topics in lecture which should be recorded, eg. material written on board, repitition of a word or phrase.
4. Use abbreviations. (w/ , etc., i.e., e.g.)
5. Use indentions to separate major and minor points.
6. Always date and page number the notes.

USING SQ3R WITH TEXTBOOKS

When studying with textbooks, SQ3R becomes an important tool. If you want to find out just how helpful it can be, just ask other students who have used it. They will tell you how well it works.

SURVEY

1. Find the pages of your assignment. Try to guess how long it will take you and how long you can spend on it now.

2. Study the title; change it to a question; think what the words mean.

3. Skim through the assignment, looking at;
   a. Subheadings
   b. Pictures
   c. Charts, maps, etc.

4. Read the chapter summary, or the last paragraph.

5. Read the questions at the end of the chapter.

QUESTION

In surveying your assignment, you may not have gotten any questions. Turn the headings, or subheadings into questions. "Thickness of the Ionosphere" may become, "How thick is the Ionosphere?" When you start asking questions, more will come to mind. You will find that you are more interested in the assignment. You may want to write down some of your questions so you can answer them later. Remember: The longer you spend surveying and questioning, the easier it will be to read the assignment because you will understand it better.

READ

If a word's meaning is not clear to you by the way it is used in the sentence write it down and look it up in a dictionary later. When you are reading, ask yourself, "What is the writer trying to tell me? What is he trying to get me to think or do? Is he giving me the facts, or just his opinion?"

RECITE

Now you can show yourself and your teacher what you have learned from reading the assignment. You can do this by answering questions in class, or by writing a report about it, by outlining it, or by taking a test over it. Any way, you may want to take short notes after reading each part, or after you finish the whole assignment.

REVIEW

It is important to review each part just after reading it. Close your book and see how much you forgot. When you have finished reading the whole thing, flip through the assignment, and try to remember the important ideas of each part.

INSTANT STUDY SKILLS*

In Class:

1. SIT as close to the teacher as possible.
2. REVIEW previous class notes, (helps make a good impression & also helps you remember).
3. COPY almost everything on the board (regardless).
4. Try to find a FIXED PLACE for study and nothing but study.
5. Before you begin an assignment, WRITE down when you expect to finish.
6. If your mind wonders. STAND UP and face away from your book and then begin again.
7. Stop at the end of each page and count to 10 while mentally reviewing page.
8. Flip through your assignment quickly BEFORE going to something else.
9. Underlining- never underling a whole sentence (only important parts).
10. When you take an exam, do the EASY questions first.
11. On an essay test, write down SOMETHING for each item.
12. On an essay test, BE NEAT!
13. On an objective test, if you change your mind, CHANGE YOUR ANSWER!

At Home:

Plan:

1. When to sutdy
2. What to study
3. How long to study

Eight Efficiency Rules:

1. 1 hour of STUDY per week/per class.
2. Study in ADVANCE for discussion class.
3. Study for lecture class as soon AFTER as possible.
4. Study during the DAY - 1 hr. day = 1½hr. at night.
5. Concentration is difficult - take 2 minute break/every 15 minutes.
6. Begin with the hardest subject.
7. Don't over schedule your study time.
8. REWARD YOURSELF!

For a Test:

1. Overview Tasks - Schedule Time
   a. overview materials/priorities
   b. schedule time
   c. do it now

2. Plan efficiently with unread materials
   a. Start reading early
   b. Use SQ3R- STUDY, QUESTION, READ, RECITE, REVIEW

3. Review Actively - Not Passively
   a. rework notes
   b. determine major points and arrange in order
   c. don't reread; instead review table of contents, chapter sub-headings, etc.
   d. "looking over" material is wasteful; reciting is most powerful way to learn/remember
   e. anticipate exam questions and practice answering within time limits

*Suggestions from smart students and teachers.

4. Use effective test-taking techniques
   a. arrive on time
   b. avoid last minute "cramming"
   c. preview whole test quickly
   d. have teacher clarify questions BEFORE answering
   e. plan a time limit for each questions so you can answer them all

TEST TAKING HINTS*

A. TIPS FOR TRUE/FALSE TESTS

"SCORER"

S=Schedule your time
C=Clue Words

1. Statements are usually F with clue words indicating ALWAYS TRUE (Example all, every, none, never).
2. Statements usually T with clue words which modify the absoluteness (Many, most, few, seldom, sometimes).
3. Watch out for statements that are really definitions. (All triangles have 3 sides.)

O=Omit difficult questions until last
R=Read each question carefully

1. Interpret T/F statements as they are stated.
2. Remember ALL PARTS of T/F must be completely T or F.

E=Estimate Answers (Intelligent guessing)
R=Review Your Work

B. TIPS ON ESSAY TESTS

1. Before the Test:

   a. Try to predict and practice writing answers.
   b. Know course jargon - study spelling of content vocabulary.

2. During the test:

   a. Have good writing utensils; watch handwriting as clear handwriting often makes at least a letter grade higher score.
   b. Read quickly through all questions first. Estimate time. (Do easiest first.)
   c. Read test instructions.
      Read each question carefully.
      Sketch outline in margin, use key words you think are important.
   d. In answers, use separate paragraph for each main idea.
      Put details under each main idea.
   e. Read over finished paper before turning it in. (Check for mechanical errors. Don't change answers unless sure.)
   f. Use all of your test time.

*Suggestions from smart students and teachers.

TEST TAKING HINTS:

3. AFTER THE TEST

Go over all returned papers. Observe mistakes.

MEMORIZE THESE 7 MOST OFTEN USED CLUE WORDS:

DISCUSS CONTRAST COMPARE CRITICIZE DEFINE DESCRIBE LIST

OTHER COMMON ESSAY CLUE WORDS

Analyze	Comment on	Compare
Contrast	Criticize	Define
Describe	Diagram	Discuss
Enumerate	Evaluate	Illustrate
Interpret	Justify	List
Outline	Prove	Review
Relate	State	Summarize
Trace		

C. Tips For Multiple - Choice Tests

1. Read through the test quickly answering only questions that you are sure that about. (Many times clues to answers can be found in other questions).

2. Read the entire question and all the possible answers. Sometimes the last answer is the best answer even though other answers might work.

3. Read all possible answers, mark through first letter of those you are pretty sure are not right. Usually a question will have one right answer, and two that are distractors and one that is definitely wrong.

4. Locate distractors. Sentences with always, never, none, and all are often distractors — but not every time. Be careful.

5. If you can find 1 or 2 distracting answers, then look closely at them as they may give you the clue to the right answer. Ask yourself -- "what makes this a distractor and then select the "best" answer.

6. If you have two options that you feel are equal. Select one and write a brief rationale in the margin -- usually good for extra credit even if wrong.

7. If you change your mind do change your answer on multiple-choice tests.

8. On standardized tests, leave unknown questions until last. If you have time, count the number of A's, B's, C's and D's. Usually there will be an equal number of each. Odds are that if you have fewer of one that will be the one you should tend to select on the remaining questions.

9. Never leave a multiple-choice question unanswered. You have at least a 25% chance of getting it right just by accident. If you can eliminate 2 choices, you are just as likely to get it right as you are to get it wrong.

MAKING MODIFICATIONS

Problems:

Group 1) Student is unable to follow oral presentations and oral directions for assignments in History class.

Group 2) Student is unable to answer multiplication problems correctly.

Group 3) Student is unable to read new vocabulary and terms encountered in Science textbook.

Group 4) Student is unable to follow instructions and directions from Math Textbook.

Group 5) Student seems to understand, but never completes English assignments.

Group 6) Student seems to understand instructions, but is unable to complete projects for Science class.

Group 7) Student completes assignments successfully, but fails written tests in U.S. History.

Group 8) Student participates in P.E. Activities, but fails tests.

Each group will come up with at least 2 modifications for each of the 4 types of changes specific to their assigned problem.

Type of Changes	Modifications
Adaptive	
Compensatory	
Remedial	
Developmental	

WHAT I CAN DO!

Select 3 items you could do in your classroom. Circle Them.

1. To communicate informally a minimum of once every two weeks with the special teacher to discuss progress and share experiences with mainstreamed student.

2. To develop a unit on how to take tests in English, History, etc.

3. To encourage the use of the organizational notebook in my class.

4. To provide tape recordings of textbooks or chapter summaries (possibly an in-class small group activity, or can be done by accelerated learner or tutor).

5. To arrange peer tutoring within the regular classroom.

6. To demonstrate new types of materials and testing equipment that would benefit the regular classroom teacher.

7. To arrange for mainstreamed students to pre-enroll in classes where they will have the best chance to succeed before regular enrollment closes those classes.

8. To communicate at least one good thing about the student to the parent during each semester. This may be a conference, note, or phone call.

9. To utilize role playing as a means of affective development for all students (especially for mainstreamed students) in the regular classroom.

10. Provide a modified study guide for use by the mainstreamed student in a content class.

11. To make arrangements for the mainstreamed students to take their test from the regular classroom to the resource rooms or library where they can take it without distraction.

12. To make arrangements for students to have tests read to them when they are unable to read or comprehend written questions effectively.

13. To allow students to answer test questions via alternative methods (tape recording, visual display, etc.).

14. To make arrangements in class to minimize effects of distractibility, short attention span, or inability to follow verbal instructions.

Choose one item that you will do, that you are not doing presently and include it in the contract below.

CONTRACT

I, _____ will begin implementing the procedure (or activity) indicated below. I will begin within this next week, starting (date)_____ and continue the procedure (or activity) throughout the remainder of the _____ semester.

Number of procedure (or activity) to be implemented:_____

Signed,_____ this_____ day of_____, 19_____.

Witnessed by,_____ this_____ day of_____, 19_____.

POSITIVE REINFORCERS
OR
WAYS TO SAY "YOU ALL DONE GOOD"

We all get in a rut and use the same reinforcers day after day. Here are a few that you may use as a change of pace.

That's really nice
Thank you very much
Wow!
That's great
I like the way you're working
Keep pu the good work
That's quite an improvement
Much better
Keep it up
Good job
What neat work
You really outdid yourself today
Congratulations, You got ____ right
That's right! Good for you.
Terriffic
I bet you are proud of the job you did on this
Beautiful
I'm very proud of the way you worked (are working) today
Excellent work
I appreciate your help
Very good. Why don't you show the class?
Thank you for (sitting down, being quiet, getting right to work, etc.)
Marvelous
Right on
Fantastic
All right!!
Teach me (or ___) how to do that

Sharp
That looks like it's going to be a great report
I like the way ____ is working
My goodness, how impressive
You're on the right track now
That's "A" work
_____got right down to work
____is paying attention
It looks like you put a lot of work into this
That's clever
Very creative
Very interesting
Good thinking
That's an interesting way of looking at it
Now you've figured it out
That's the right answer
Now you've got the hang of it
Exactly right
Superior work
That's a good point
That's a very good observation
That certainly is one way of looking at it
That's an interesting point of view
Thank you for raising your hand, Charles,. What it it?
You've got it now
Nice going
You make it look easy
That's coming along nicely
I like the way the class has settled down

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